

Connecting College and Career Readiness to the Standards, GED®, Higher Education, Training, the Workplace and Everyday Life Success



<https://www.youtube.com/watch?v=LUqW0YlhQ3Q>

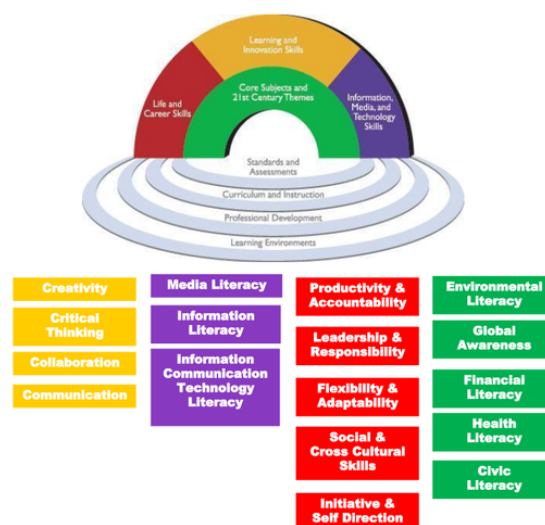
Although our students are diverse and have different goals or unidentified goals, they have one thing in common - they need skills. In order to be equipped for the future, students need academic and 21st century skills to function more effectively and meet needs in the workplace, community, and home. They need skills that pay the bills.

The Workforce Investment and Opportunities Act (WIOA), the College and Career Readiness Standards for Adult Education, and the KYAE Skills U Employability Standards, which are largely based on the 21st Century Skills, work hand-in-hand to prepare students to meet the testing requirements of the GED, as well as the demands of higher education, training, the workplace, and home/community life.

WIOA

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. The Partnership for 21st Century Skills lists three types:

WWW.P21.ORG



Integrating 21st century skills into academic skill instruction using contextualized, relevant, authentic, real-world materials has always been considered effective, best practice in adult education to prepare adults to succeed beyond GED® attainment. Now with the adoption of the Workforce Investment and Opportunities Act (WIOA) of 2014, the role of adult education has become more significant in federal and state initiatives as stepping stones to facilitating students on a career pathway towards self-sufficiency.

WIOA is landmark legislation that is designed to strengthen and improve our nation's public workforce system and help get Americans, including youth and those with significant barriers to employment, into high-quality jobs and careers and help employers hire and retain skilled workers (Source: U.S. Department of Labor [website](#) retrieved September 28, 2016).



“Increasingly, students entering the workforce are discovering that they need critical knowledge and skills that are used on a regular basis. They recognize that pursuing a career pathway that pays enough to support a family and provides genuine potential for advancement hinges on being able to perform the complex tasks identified as critical for postsecondary success. Leading economists who have examined labor market projections note that key college and

career ready knowledge and skills are closely linked to being able to get the training necessary to earn a living wage in high-growth industries (Carnevale and Desrochers 2002, 2003). It is crucial, then, that adult education programs provide students the opportunity to acquire these skills to pursue their long-term career aspirations and goals (Pimentel, 2013).”

WIOA supports state agencies to collaborate to create career pathway opportunities accessibility in all communities. “Career pathways are a series of connected education and training strategies that enable individuals to secure industry-related certifications, obtain employment within the targeted occupational areas, and advance to higher levels of future education and employment in those areas” They present a promising strategy to help low-skilled youth and adults improve their foundational skills while acquiring marketable skills and industry-recognized credentials” (U.S. Department of Education Office of Career and Technical Education, 2015.)

Adult instructors play a key role in WIOA. They must guide students through career pathways to prepare them for postsecondary education and training, and ultimately success through their careers. They can fulfill these requirements by contextualizing workforce training within academic instruction.

College and Career Readiness Standards for Adult Education

Prior to the adoption of WIOA, many states, including KYAE Skills U, adopted the College and Career Readiness Standards (CCRS) for Adult Education.

According to the CCRS for Adult Education document:

"The standards-based education movement in adult education has resulted in communicating clearer expectations for students, using content standards to improve curriculum and instruction, and creating professional development to help staff develop the expertise to implement standards."

"Clear standards:

- allow educators to understand where to focus their efforts and shape overall instruction
- are translated into curriculum and lessons for teaching the content of the standards to students
- assist instructors in identifying classroom activities, assignments, and a range of formative and summative assessments that help determine whether or not students are absorbing the essential skills and knowledge included in the standards."

The importance of college and career readiness for adult students cannot be overstated.

"The College and Career Readiness Standards take the Common Core Standards and identify what is most essential (of the Common Core State Standards) to prepare adult education students for higher education, work, community, and home life that will lead to self-sufficiency- to forge a stronger link among adult education, post-secondary education, and the world of work. They present a starting point for raising awareness and understanding of the critical skills and knowledge expected and required for success in colleges, technical training programs, and employment in the 21st century."

"The ELA/literacy standards demand robust analytic and reasoning skills and strong oral and written communication skills. However genuine the concerns about setting the bar higher for college and career readiness, a willingness to act on what educators and employers have clearly identified as non-negotiable knowledge and skills is essential to enabling adult learners to meet the real-world demands of postsecondary training and employment."

"The integration of CCR standards into adult education programs is intended to provide all adult students with the opportunity to be prepared for postsecondary training without needing remediation. To that end, the CCSS selected for inclusion in the CCRS identify *beginning levels* of study, reaching students at their instructional levels upon program entry and positioning them for



successful progress toward college and career readiness.”

“While adult educators have expressed interest in the CCSS, they have also raised challenges to accepting outright for adult education the expansive list of K–12 standards. Limits on how much time most adult learners can devote to their learning are genuine; many students are interested in just-in-time learning and cannot devote time equal to a K–12 course of study spelled out in the standards. The 2012 National Research Council report, *Improving Adult Literacy Instruction: Options for Practice and Research*, pointed out that, “On average, learners participate in adult education programs for less than 100 hours over the course of a program year, according to the Adult Education Program Survey” (Lesgold and Welch-Ross 2012, p. 77). Further, adult students often come to programs with some measure of schooling and a wealth of life experiences, making some CCSS content unnecessary to include. Thus, adult educators expressed a need to identify a manageable set of the CCSS most indispensable for college and career readiness and important to adult students. (Pimentel, 2013).

The RLA Standards for Reading

The KYAE Skills U Employability Standards

The KYAE Skills U Employability Standards guide providers in integrating 21 Century Skills in to education to prepare students for the workplace. They are derived from listening to employers and adult education instructors, and referencing national leaders in workplace preparation including Comprehensive Adult Student Assessment Systems (CASAS) Competencies and Equipped for the Future (EFF), among others. Extensive research and vetting contributed to this concise and concrete list of skills. The standards are written as stand-alone statements describing skills the employable adult should possess in order to be successful in the workplace. For a list of the KYAE Skills U Employability Standards and resources go to:

<http://www.kyae.ky.gov/educators/emplystndrds/index.html>

Carnevale, Anthony P., and Donna M. Desrochers. 2002. *Connecting Education Standards and Employment: Course-taking Patterns of Young Workers*. American Diploma Project: Workplace Study. Princeton, NJ: Educational Testing Service.

Carnevale, Anthony P., and Donna M. Desrochers. 2003. *Standards for What? The Economic Roots of K–16 Reform*. Princeton, NJ: Educational Testing Service.

Lesgold, Alan M., and Melissa Welch-Ross, eds. 2012. *Improving Adult Literacy Instruction: Options for Practice and Research*. Committee on Learning Sciences: Foundations and Applications to Adolescent and Adult Literacy. Washington, DC: The National Academies Press.

Pimentel, S. (2013). College and Career Readiness Standards for Adult Education. Prepared for the U.S. Department of Education Office of Career, Technical, and Adult Education. Produced under Contract No. ED-VAE-14-O-5014 with NOVA Research Company.

U.S. Department of Education Office of Career, Technical and Adult Education. (2015). *Making Skills Everyone's Business: A Call to Transform Learning in the U.S.*

The TABE GED® RLA, Social Studies, Science and Math Test High Impact Indicators

The GED Testing Service has identified indicators that represent the foundational skills covered in each component of the test. They provide educators with a focus for instruction. These resources will assist students in reaching the identified indicators.

<https://www.gedtestingservice.com/educators/pld>

In a nutshell:

WIOA mandates that adult education programs put students on a career pathway equipping them with academic and workplace essential skills needed to be successful in the workforce. The CCRS for Adult Education in ELA and the KYAE Skills U Employability skills identify the basic reading, writing, language, speaking, and listening academic and workplace essential skills that students need to demonstrate in the workforce. The KCRC, and KESC provides instruction and assessment on these skills. The new TABE And GED assesses these skills.